

# Grade 1 Social Studies

## ENGLISH Program

### Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

### Course Overview

#### Connecting and Belonging

Grade 1 learners learn about connections and relationships in their local community, Canada, and the world. They become aware of their responsibilities and rights as citizens, and discover how they can contribute to their groups and communities. Learners become more aware of Canada as a country, and they consider the connections that bring people together in communities, past and present. They learn about diversity, interdependence, and the importance of connecting and belonging.

# Global Competencies in Social Studies



## Critical Thinking

**Critical thinking in social studies** is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



## Creativity

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**Creativity in social studies** enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



## Citizenship

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**Citizenship in social studies** prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



## Connection to Self

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**Connection to self in social studies** is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



## Collaboration

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**Collaboration in social studies** includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



## Communication

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**Communication in social studies** enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

## Enduring Understandings

### Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



## The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

## Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

## Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

## Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

## Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.

# Learning Outcomes

## Learning Outcome Code

The first letter refers to the learning outcome type:

**K** – Knowledge

**V** – Values

**S** – Skills

The second letter, where it appears, refers to the Enduring Understandings (and one Global Competency):

**I** – Identity, Culture, and Community

**H** – Historical Connections

**P** – Power and Authority

**L** – The Land: Places and People

**G** – Global Interdependence

**E** – Economics and Resources

**C** – Citizenship (Global Competency)

Distinctive Learning Outcomes are indicated, at the end of the specific learning outcome code, by the following letters:

**A** – Indigenous

**F** – Francophone

## Cluster 1: I Belong

### Knowledge Learning Outcomes

- 1-KC-004** Identify Remembrance Day as a time to think about peace and war.
- 1-KI-007** Give examples of groups with which they identify (e.g., cultural, linguistic, community).
- 1-KI-007A** Recognize that they are members of a First Nation, Métis, or Inuit community.
- 1-KI-007F** Recognize that they are members of a francophone community.
- 1-KI-009** Describe ways in which their family expresses its culture and identity.
- 1-KH-017** Give examples of traditions and celebrations that connect them to the past.
- 1-KH-017F** Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.
- 1-KH-018** Identify family connections to previous generations (e.g., grandparents, parents, aunts, uncles).

### Values Learning Outcomes

- 1-VI-003** Respect the stories, traditions, and celebrations of others.
- 1-VI-005** Value the stories, languages, traditions, and celebrations of their families and communities.
- 1-VH-009** Value stories of the past as an important way to learn about the present.





## Cluster 2: My Environment

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### Knowledge Learning Outcomes

- 1-KC-001** Identify Manitoba as their province and Canada as their country.
- 1-KC-002** Recognize English and French as the two official languages of Canada.
- 1-KC-002A** Identify the language spoken in their First Nation, Métis, or Inuit community.
- 1-KC-003** Recite the words to Canada's national anthem in English or French.
- 1-KC-003A** Recite the words to Canada's national anthem in their First Nation, Métis, or Inuit language.
- 1-KI-008** Identify characteristics of communities.
- 1-KL-012** Recognize that people depend on the environment for survival.
- 1-KL-013** Identify their address or describe the relative location of their home in their community, town, or city.
- 1-KL-014** Recognize globes and maps as representations of the surface of Earth.
- 1-KL-015** Distinguish land and water masses on globes and maps.
- 1-KL-016** Identify and locate landmarks and significant places using relative terms (e.g., the statue is in the park beside the river).
- 1-KL-016A** Identify local Indigenous landmarks and significant places.
- 1-KL-016F** Identify local francophone landmarks and significant places.
- 1-KH-019** Describe how the repeating patterns of the seasons influence their lives.
- 1-KE-027** Give examples to distinguish needs from wants.
- 1-KE-028** Give examples of how media may influence their needs, wants, and choices. Include advertising and television programming.

### Values Learning Outcomes

- 1-VL-007** Appreciate the beauty and benefits that the natural environment brings to their lives.
- 1-VL-007A** Value the special relationships Indigenous people have with the natural environment.
- 1-VL-008** Respect neighbourhood and community places and landmarks (e.g., do not litter or vandalize).
- 1-VE-013** Respect differences between their own and others' needs and wants.

## Cluster 3: Connecting with Others

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### Knowledge Learning Outcomes

- 1-KC-005** Describe their responsibilities and rights in the school and community.

- 1-KC-006** Describe various ways in which people depend upon and help one another.
- 1-KI-010** Give examples of diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations).
- 1-KI-011** Identify similarities between diverse communities (e.g., cultural, social, geographic).
- 1-KG-020** Recognize that people all over the world have similar concerns, needs, and relationships.
- 1-KG-021** Identify relationships or connections they have with people in other places in the world.
- 1-KP-022** Give examples of decision-making in their daily lives (e.g., families, schools, communities).
- 1-KP-023** Describe how other people may influence their lives and how they may influence the lives of others.
- 1-KP-024** Explain purposes of rules and laws in the school and community.
- 1-KP-025** Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.
- 1-KP-026** Identify ways to deal with bullying.
- 1-KE-029** Describe ways in which work may be shared in families, schools, and communities.
- 1-KE-030** Recognize the need to care for personal property.


## Values Learning Outcomes

- 1-VC-001** Respect the needs and rights of others.
- 1-VC-002** Be willing to contribute to their groups and communities.
- 1-VI-004** Appreciate the importance of relationships and connections to others.
- 1-VI-006** Value diversity among their peers and community members.
- 1-VG-010** Be willing to consider the needs of people elsewhere in the world (e.g., Project Love, UNICEF).
- 1-VP-011** Respect rules and laws in their school and community.
- 1-VP-011A** Respect the traditional laws of their Indigenous community.
- 1-VP-012** Be willing to help resolve interpersonal conflicts peacefully.
- 1-VE-014** Respect their own and others' property.

## Grade 1 Skills

### Skills for Active Democratic Citizenship

- 1-S-100** Cooperate and collaborate with others (e.g., share spaces and resources, assume responsibilities, seek agreement).

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- 1-S-101** Consider others' needs when working and playing together.
  - 1-S-102** Interact fairly and respectfully with others.
  - 1-S-103** Make decisions that reflect care, concern, and responsibility for the environment.

### Skills for Managing Information and Ideas

- 1-S-200** Gather information from oral, visual, material, print, or electronic sources.
- 1-S-201** Categorize information using selected criteria.
- 1-S-202** Use appropriate terms or expressions to describe periods of time.
- 1-S-203** Use tools and technologies to accomplish given tasks.
- 1-S-204** Use simple timelines to organize information chronologically.
- 1-S-205** Construct simple maps to represent familiar places and locations.
- 1-S-206** Interpret simple maps as representations of familiar places and locations.
- 1-S-207** Use relative terms to describe familiar locations.

### Skills for Critical and Creative Thinking

- 1-S-300** Use comparison in investigations.
- 1-S-301** Identify consequences of their decisions and actions.
- 1-S-302** Use information or observation to form opinions.
- 1-S-303** Revise ideas and opinions based on new information.

### Skills for Communication

- 1-S-400** Listen actively to others.
- 1-S-401** Use language that is respectful of others.
- 1-S-402** Express reasons for their ideas and opinions.
- 1-S-403** Present information and ideas orally, visually, concretely, or electronically.
- 1-S-404** Relate events and stories in chronological order.

## Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade\\_1.html](https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade_1.html).